

Life School
District Improvement Plan
2019-2020



Mission Statement

The mission of Life School is to develop leaders with life skills through strong academics, character training, and partnerships with parents and the community.

Vision

Every student is Ready to Learn, Ready to Lead, and Ready for Life.

Values

Value People

Build Trust

Continuous Improvement

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Comprehensive Needs Assessment

On 3 By 3

On 3 By 3 Summary

Reading on grade level by the end of 3rd grade has been shown to be a predictor of improved learning and life outcomes. Reading on grade level is essential for closing the opportunity gap for our students. At this age students are transitioning from learning to read to reading to learn and we need our students to be ready for their required course content.

On 3 By 3 Strengths

1. Viable reading assessment
2. Continuity in curriculum
3. Funding for access to books-Books in room
4. Professional development on reading and literacy and assessment
5. District instructional literacy coach
6. Campus instructional coaches
7. Intentionally using data
8. Not using data punitively just to inform
9. Parent night trainings
10. Collaboration time with all content coordinators to plan together
11. Columbia University Partnership with MCE

Problem Statements Identifying On 3 By 3 Needs

Problem Statement 1: 59% of 2nd graders were reading on grade level per May 2019 DRA scores **Root Cause:** Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Problem Statement 2: 59% of 2nd graders were reading on grade level per May 2019 DRA scores **Root Cause:** Training of campus leadership and teachers

Problem Statement 3: 59% of 2nd graders were reading on grade level per May 2019 DRA scores **Root Cause:** Currently we don't have alignment and fidelity in our K-2 phonics program

CCMR

CCMR Summary

We want to graduate students who are not limited in their choice of career or ongoing education. Access to all options is essential to Close the Opportunity Gap for our students. The state definition of College Career and Military Readiness is a heavily weighted component of the accountability system. Successful completion of college entrance exams, like the SAT and ACT, opens the door for students to have more options of colleges they can attend. Successful completion of TSI, community college entrance exam, opens the door for students to get an Associates degree or begin their Bachelor's degree. Students who complete, as shown on their transcript, an English or Math College Prep class can begin at a community college without qualifying TSI scores for one year before taking the TSI. Special Education students graduate with employability skills with or without supports from an outside agency.

CCMR Strengths

- College awareness for all students, but seniors go on field trip to universities
- AVID
- College prep English/Math that exempts them from TSI for 1 year.
- District pays for PSAT, SAT, TSI, AP
- PSAT, SAT, TSI and SP tested offered on campus
- OC has After School All Stars- field trips, partner with teachers,
- Tracking students' CCMR point
- Counselors proactive with students
- Staff supportive of college readiness, tutoring
- Well established Dual Credit program
- Growing the AP program
- Growing the CTE pathways that end in Industry Standard Certifications

Problem Statements Identifying CCMR Needs

Problem Statement 1: On our Accountability Rating for 2017-18, we had 41% of our students who earned their CCMR point. **Root Cause:** Life School did not offer college entrance exams like SAT and TSI Life School did not offer college prep for students like bootcamps, College Prep Math and English Life School did not track CCMR information for students Life School was not aware of CCMR impact on accountability

Employer of Choice

Employer of Choice Summary

Everything stops at the door-teacher will or skill are the key influencer in success. Our staff has the greatest influence on improving student outcomes. We cannot be successful without quality staff. An excellent employee experience will increase our retention, assist our recruiting efforts, and increase our student academic achievement.

Employer of Choice Strengths

1. Instructional Coaching/Coordinator Support
2. Positive culture of Life School/people care/Co-workers
3. Younger teaching staff
4. Welcoming atmosphere
5. Life School Values
6. Appeals to our staff's calling
7. Staff feel recognized
8. Principal-teacher relationships
9. People in the elementary feel equipped to do their job
10. Benefits

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1: The district staff retention rate was 84.7%. 5 out of 8 campuses had retention rates under 85%, resulting in a lack of experienced teaching staff on higher need campuses. **Root Cause:** Inexperienced teachers do not have training/support to teach higher needs students and become frustrated and leave the district.

Problem Statement 2: The district staff retention rate was 84.7%. 5 out of 8 campuses had retention rates under 85%, resulting in a lack of experienced teaching staff on higher need campuses. **Root Cause:** Teacher pay schedules need to be competitive within our current state revenue.

District of Choice

District of Choice Summary

Families and their students have a variety of available education options. Life School aims to meet the needs of families and students by providing a great educational opportunity, preparing students, parents and stakeholders for Life through the intentional focus on Life Leader attributes, exceptional customer service and SAFE and clean buildings and classrooms for students and staff to reach their full potential. Providing excellent customer experiences create a positive culture and working/learning environments which will improve student retention and increase our desirability as an educational solution for families. By executing these qualities, student retention, as well as the waitlist, will increase allowing opportunities to serve new families as spaces become available.

District of Choice Strengths

- Clean Schools (Campus walks)
- Facilities
- Athletics offered
- Customer service charts
- Safe Schools/Safety awareness training/S.A.F.E district-wide protocol (push for all staff to be trained in active shooter and triage)
- Life Leader Profile Cards
- Principal visits with parents before they withdraw student (at one campus).
- Athletic Coordinators/Coaches communication with parents prior to withdrawal.
- Life Leader Videos rolling out
- Family based and involvement - treatment is wonderful at events
- Accessibility - you see administrators, teachers and other staff when you visit*
- Kinder round up - come to see the campus

- promotional flyers - peeks interest
- Community person - greeted by front desk and wonderful tone set when they walk in*
- pushing to be prepared for the future*
- dual credit offerings
- feeder campuses
- Partnership with Powerhouse
- great staff
- Online enrollment with parent/bilingual assistance
- can make changes to procedures quickly
- supplemental English Language Development program available for all students K-12

Problem Statements Identifying District of Choice Needs

Problem Statement 1: The current 2018-2019 student retention rate is 82% as of week 20 and we are 373 students under capacity. **Root Cause:** Lack of enough summer communication and events

Problem Statement 2: The current 2018-2019 student retention rate is 82% **Root Cause:** Leadership/teacher turnover

Problem Statement 3: The current 2018-2019 student retention rate is 82% **Root Cause:** Lack of personalized communication for students and parents

Problem Statement 4: The current 2018-2019 student retention rate is 82% **Root Cause:** Discipline in schools

Problem Statement 5: The current 2018-2019 student retention rate is 82% **Root Cause:** Local Competition

Problem Statement 6: The current 2018-2019 student retention rate is 82% **Root Cause:** Do not offer transportation for student

Problem Statement 7: LEP STAAR results lag behind non-LEP STAAR results **Root Cause:** Additional professional development and English language development materials/resources are needed to improve academic results for English Learners

Life Leader

Life Leader Summary

The Life School charter was founded on the belief that character is an essential part of developing the whole individual. We believe that emphasizing character development for our staff, students and parents will improve student outcomes. Soft skills are important in the ever-changing labor market. The Life Leader Profile includes 15 attributes that represent skills and knowledge necessary to be Ready to Learn, Ready to Lead and Ready for Life.

The Servant Leader

- We believe all employees should model the Leader Profile attributes. We expect our employees to have integrity. We expect our employees to be professional with students, staff, parents, and community members.

The language we use brands our culture. (not just words, but a “language”)

Life Leader is not something we do, it is who we are. (Culture)

Life Leader Strengths

- Attributes are established and cards are printed with definitions and actionable behaviors (all staff have a deck of Action Cards)
- Classroom sets of Life Leader cards have been printed and are available for distribution (some have been distributed on a limited basis)
- Some campuses have been early adopters and have created specific activities for students using the Life Leader attributes
- Most campuses have Life Leader attributes displayed on bulletin boards
- Staff are tweeting with #LifeLeader
- Most (if not all) departments are using the Life Leader cards in meetings
- Weekly Quality of Life Email to all staff incorporates Life Leader attributes
- Videos created for all 15 attributes and shared with staff and parents via email
- Life Leader book is written and in final edit stage

- District shared drive with electronic copies of cards available to all staff (requested by campus to use in classroom instruction)
- Counselors have integrated Life Leader language into counseling curriculum (2018-2019)
- Life School staff member has created a survey to be reviewed by a team of teachers and administrators (see copy in DNA Folder)
- Development of powerpoint and handout for announcements/weekly lesson

Problem Statements Identifying Life Leader Needs

Problem Statement 1: Of the 249 staff that responded, an average of 78% use LifeLeader for their personal development, 60% with their team and 57% with students on a daily basis. **Root Cause:** LifeLeader language is not displayed on campus or included in recognition

Problem Statement 2: Of the 249 staff that responded, an average of 78% use LifeLeader for their personal development, 60% with their team and 57% with students on a daily basis. **Root Cause:** Materials and resources are not available for daily use

Problem Statement 3: Language is new, administrators introduced to Life Leader attributes in August 2016, teachers were introduced in August 2017, students were introduced in August 2018 **Root Cause:** No defined curriculum for teachers Clarity on how to show value to students and teachers

Problem Statement 4: Language is new, administrators introduced to Life Leader attributes in August 2016, teachers were introduced in August 2017, students were introduced in August 2018 **Root Cause:** Need an introduction for parents and stakeholders to better understand.

Problem Statement 5: Language is new, administrators introduced to Life Leader attributes in August 2016, teachers were introduced in August 2017, students were introduced in August 2018 **Root Cause:** Language is not integrated in staff evaluation or other district processes/events

Growth and Development

Growth and Development Summary

Life School believes in valuing and investing in people. Continual growth and development improves engagement, satisfaction, retention and outcomes. It is important as an organization that we are committed to developing ourselves and others.

Gallup found that teachers' engagement levels are directly related to those of their students. Thus, engaged teachers yield engaged students. Additionally, that same study proved that a one-percentage-point increase in a school's student engagement GrandMean was associated with a six-point increase in reading achievement and an eight-point increase in math achievement scores.

Growth and Development Strengths

- Collaborative Meetings (Leadership, COM, Counselor, etc.)
- Leadership Academies (Leadership, AP, Student, etc.) – 50 Participants
- Strengths Training/Coaching
- Positive Coaching Alliance
- Student Clubs
- AVID
- Quality of Life Interviews with veteran employees
- College Prep courses- Math/ELA
- Life Skills Program
- Incorporate character/leadership training in Extra-curricular activities
- Instructional Coaching Model for staff
- 4 different certification programs for students available prior to graduation: pharmaceutical tech, Computer Maintenance, Education Prep Program, Internship at Baylor Scott and White

- Dual credit Program
- Torsh video platform
- Senior Life Project
- Partnering with Gallup for Q12 Survey
- Region 10 Partnership for PD (staff)
- Life School U - Certified Trainer
- UTD partnership & coding club with OCE
- WDYT Survey

Problem Statements Identifying Growth and Development Needs

Problem Statement 1: The current 2018-2019 student retention rate is 82% as of week 20 and we are 373 students under capacity. **Root Cause:** There is no consistency across the district for student clubs/course offerings

Problem Statement 2: The district staff retention rate was 84.7%. 5 out of 8 campuses had retention rates under 85%, resulting in a lack of experienced teaching staff on higher need campuses. **Root Cause:** We do not currently have a system for measuring and improving engagement or staff satisfaction.

Problem Statement 3: Student growth measure for elementary and achievement measure for secondary are less than an A **Root Cause:** We do not currently measure the ROI for PD

Problem Statement 4: We do not have enough ESL certified teachers to meet state requirements. **Root Cause:** We do not currently have a comprehensive PD plan for teachers of English Learners.

Parent Engagement

Parent Engagement Summary

Life School believes that the parent is the primary educator of a child. We invite and encourage parents to participate in the education of their child. Parent engagement improves student outcomes, increases student retention, and enhances word-of-mouth marketing. Parents are Life School's greatest advocate in both the education of their child and at the state level(?). [group to find stats that support involvement outcomes]

The language may need to include research/data as well as Life School's commitments to align with that data. (i.e. "Since research shows that _____, Life School is committed to _____ when it comes to parental involvement.")

Parent Engagement Strengths

- Parents feel we have clean, well-maintained campuses (per survey)
- Over 80% of parents feel that Life School sets academic expectations that are "just right" (per survey).
- Campuses host parent nights
- Parents want to get Parenting Points (district marketing survey)

Problem Statements Identifying Parent Engagement Needs

Problem Statement 1: In the 2017 Parent Survey, 43% of parents strongly agree that they would recommend Life School to a family or friend. **Root Cause** : There is not a consistent methodology for parent engagement across the district.

Problem Statement 2: 371 parents of the 5,000+ students responded to the 2017 Parent Survey. **Root Cause:** Lack of engagement from parents in providing feedback.

Problem Statement 3: Parent involvement is perceived as low compared to when we had Parenting Points (include question on survey to verify). **Root Cause:** There is no system for tracking or recognizing parent engagement.

Problem Statement 4: Parent involvement is perceived as low compared to when we had Parenting Points (include question on survey to verify). **Root Cause:** Parent Nights are not held at optimal times for parents.

Community Engagement

Community Engagement Summary

Life School believes in making a positive impact in the community. We seek to bring value to the communities we serve. Engaging community provides benefits to individual community members and to our students and our fund development projects. Engaged community members become supporters, volunteers, and mentors.

Core Belief: We are a complement to what is happening in the community. We should influence others by sharing operational best practices. We should collaborate with all school models to benefit students within and outside of our system. A high tide raises all boats. We believe in helping others become the best they can be.

Community engagement activities are aligned to the Life School mission and goals.

Community Engagement Strengths

- Directors assigned to local chambers
- Volunteer activities occurring at campuses and the community
- Community members and staff involved in financial literacy day events
- Students and staff volunteering in the community
- Alumni events at Homecoming
- Alumni database is created with X number of graduates identified
- Community members recognized at board meetings
- Growth in the number of community members engaged
- Parental engagement
- Superintendent visits with church partners

Problem Statements Identifying Community Engagement Needs

Problem Statement 1: There is not a consistent method to track volunteerism parents and community members volunteering at our campuses. **Root Cause:** We do not have systems in place to track how we are doing, therefore data is lacking in determining our success in this area

Problem Statement 2: Limited number of staff are attending chamber/community events **Root Cause:** There is no written guidance/expectations/training for those who attend chamber meetings

Corporate and University Partnerships

Corporate and University Partnerships Summary

Building corporate and university partnerships will improve student outcomes by providing resources, expertise, and closing student opportunity gaps, especially for low-income students. Corporate and university partners help students develop a global perspective and social awareness, learn collaboration and effective communication skills, and experience ethical leadership in action.

Corporate partners support development projects, provide access to grants and resources, provide access to individual donors (particularly potential donors with large capacities to give), become mentors, communicate career readiness needs to inform academic instruction, and provide necessary expertise.

University partners provide opportunities to increase the employment pipeline for both teaching and administrative candidates, subject area and pedagogical expertise, research opportunities, learning opportunities for students (field trips, etc), communicate college readiness needs to inform academic instruction, access to enrollment options for our students, preferred partnership opportunities for increased financial aid through scholarships and discounted tuition.

Adding value to organizations we partner with will create synergy for both organizations.

Corporate and University Partnerships Strengths

1. University Partnerships

1. Hiring from A&M Commerce and SAGU - local
2. Career Days
3. Columbia University
4. DBU Education Partner of the Year
5. MOU for College Prep
6. Field Trips
7. Baylor Scott and White/Methodist partnerships
8. Dual Credit Partnerships

9. Legacy Club

10. Levine's Department Store

2. 73 Corporate Partners - what are statistics? What considers a corporate donor? Separate in-kind vs. money. What are we reaching for?

Problem Statements Identifying Corporate and University Partnerships Needs

Problem Statement 1: There is not an accessible system in place for gaining, maintaining, and tracking corporate and university partnerships and their cohesiveness and effectiveness and communication/utilization of this information at campus and district levels **Root Cause:** We do not have a system for gaining and maintaining corporate and university partners.

Priority Problem Statements

Problem Statement 1: 59% of 2nd graders were reading on grade level per May 2019 DRA scores

Root Cause 1: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Problem Statement 1 Areas: On 3 By 3

Problem Statement 2: 59% of 2nd graders were reading on grade level per May 2019 DRA scores

Root Cause 2: Training of campus leadership and teachers

Problem Statement 2 Areas: On 3 By 3

Problem Statement 3: On our Accountability Rating for 2017-18, we had 41% of our students who earned their CCMR point.

Root Cause 3: Life School did not offer college entrance exams like SAT and TSI Life School did not offer college prep for students like bootcamps, College Prep Math and English Life School did not track CCMR information for students Life School was not aware of CCMR impact on accountability

Problem Statement 3 Areas: CCMR

Problem Statement 4: The district staff retention rate was 84.7%. 5 out of 8 campuses had retention rates under 85%, resulting in a lack of experienced teaching staff on higher need campuses.

Root Cause 4: Inexperienced teachers do not have training/support to teach higher needs students and become frustrated and leave the district.

Problem Statement 4 Areas: Employer of Choice

Problem Statement 5: The district staff retention rate was 84.7%. 5 out of 8 campuses had retention rates under 85%, resulting in a lack of experienced teaching staff on higher need campuses.

Root Cause 5: Teacher pay schedules need to be competitive within our current state revenue.

Problem Statement 5 Areas: Employer of Choice

Problem Statement 6: The current 2018-2019 student retention rate is 82%

Root Cause 6: Leadership/teacher turnover

Problem Statement 6 Areas: School of Choice

Problem Statement 7: The current 2018-2019 student retention rate is 82%

Root Cause 7: Discipline in schools

Problem Statement 7 Areas: School of Choice

Problem Statement 8: The current 2018-2019 student retention rate is 82% as of week 20 and we are 373 students under capacity.

Root Cause 8: Lack of enough summer communication and events

Problem Statement 8 Areas: School of Choice

Problem Statement 9: 371 parents of the 5,000+ students responded to the 2017 Parent Survey.

Root Cause 9: Lack of engagement from parents in providing feedback.

Problem Statement 9 Areas: Parent Engagement

Problem Statement 10: Parent involvement is perceived as low compared to when we had Parenting Points (include question on survey to verify).

Root Cause 10: There is no system for tracking or recognizing parent engagement.

Problem Statement 10 Areas: Parent Engagement

Problem Statement 11: Language is new, administrators introduced to Life Leader attributes in August 2016, teachers were introduced in August 2017, students were introduced in August 2018

Root Cause 11: No defined curriculum for teachers Clarity on how to show value to students and teachers

Problem Statement 11 Areas: Life Leader

Problem Statement 12: The current 2018-2019 student retention rate is 82% as of week 20 and we are 373 students under capacity.

Root Cause 12: There is no consistency across the district for student clubs/course offerings

Problem Statement 12 Areas: Growth and Development

Problem Statement 13: The district staff retention rate was 84.7%. 5 out of 8 campuses had retention rates under 85%, resulting in a lack of experienced teaching staff on higher need campuses.

Root Cause 13: We do not currently have a system for measuring and improving engagement or staff satisfaction.

Problem Statement 13 Areas: Growth and Development

Problem Statement 14: Student growth measure for elementary and achievement measure for secondary are less than an A

Root Cause 14: We do not currently measure the ROI for PD

Problem Statement 14 Areas: Growth and Development

Problem Statement 15: There is not a consistent method to track volunteerism parents and community members volunteering at our campuses.

Root Cause 15: We do not have systems in place to track how we are doing, therefore data is lacking in determining our success in this area

Problem Statement 15 Areas: Community Engagement

Problem Statement 16: Limited number of staff are attending chamber/community events

Root Cause 16: There is no written guidance/expectations/training for those who attend chamber meetings

Problem Statement 16 Areas: Community Engagement

Problem Statement 17: There is not an accessible system in place for gaining, maintaining, and tracking corporate and university partnerships and their

cohesiveness and effectiveness and communication/utilization of this information at campus and district levels

Root Cause 17: We do not have a system for gaining and maintaining corporate and university partners.

Problem Statement 17 Areas: Corporate and University Partnerships

Problem Statement 18: The current 2018-2019 student retention rate is 82%

Root Cause 18: Lack of personalized communication for students and parents

Problem Statement 18 Areas: School of Choice

Problem Statement 19: The current 2018-2019 student retention rate is 82%

Root Cause 19: Local Competition

Problem Statement 19 Areas: School of Choice

Problem Statement 20: The current 2018-2019 student retention rate is 82%

Root Cause 20: Do not offer transportation for student

Problem Statement 20 Areas: School of Choice

Problem Statement 21: LEP STAAR results lag behind non-LEP STAAR results

Root Cause 21: Additional professional development and English language development materials/resources are needed to improve academic results for English Learners

Problem Statement 21 Areas: School of Choice

Problem Statement 22: Of the 249 staff that responded, an average of 78% use LifeLeader for their personal development, 60% with their team and 57% with students on a daily basis.

Root Cause 22: LifeLeader language is not displayed on campus or included in recognition

Problem Statement 22 Areas: Life Leader

Problem Statement 23: Of the 249 staff that responded, an average of 78% use LifeLeader for their personal development, 60% with their team and 57% with students on a daily basis.

Root Cause 23: Materials and resources are not available for daily use

Problem Statement 23 Areas: Life Leader

Problem Statement 24: In the 2017 Parent Survey, 43% of parents strongly agree that they would recommend Life School to a family or friend.

Root Cause 24: There is not a consistent methodology for parent engagement across the district.

Problem Statement 24 Areas: Parent Engagement

Problem Statement 25: Parent involvement is perceived as low compared to when we had Parenting Points (include question on survey to verify).

Root Cause 25: Parent Nights are not held at optimal times for parents.

Problem Statement 25 Areas: Parent Engagement

Problem Statement 26: 59% of 2nd graders were reading on grade level per May 2019 DRA scores

Root Cause 26: Currently we don't have alignment and fidelity in our K-2 phonics program

Problem Statement 26 Areas: On 3 By 3

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data

Goals

Goal 1: Strong Academics




Performance Objective 1: On 3 By 3 - 80% of 2nd Graders will be on Grade Level as reported on May 2020 DRA

Evaluation Data Source(s) 1: DRA Scores - review 3 times per year

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Plan for K-2 reading academies, hire a K-3 Literacy Coordinator, emphasis and budget for more books

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	July
<p>TEA Priorities Build a foundation of reading and math 1) Focus on professional development for phonics at elementary campuses.</p> <p>Provide professional development for teachers in reading strategies and reading curriculum. by participating in trainings provided by Columbia Teacher's College and other relevant sources</p>	2.4, 2.5, 2.6	<p>Chief Academic Officer</p> <p>Director of Curriculum and Instruction</p> <p>Dashboard: K-2 Phonics Trained - PD Sign-in sheets K-2 Phonics Observed - Walkthroughs Admin Meeting Agendas</p>	<p>Lead: 100% of K-2 Teachers trained on phonics by November.</p> <p>100% of K-2 teachers using phonics in classroom instruction by February.</p> <p>100% of teachers will incorporate small groups into their daily practices by May.</p> <p>Lag: 80% of 2nd graders reading on grade level for reading at the end of 2nd grade</p>				
<p>Problem Statements: On 3 By 3 1</p> <p>Funding Sources: 211 - Title I - 24000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	July
<p>TEA Priorities Build a foundation of reading and math 2) Provide access to books</p> <p>Additional books will be provided through: -budgeted funds -grant requests</p> <p>Reading opportunities will be provided through: -community reading volunteers -book buddies</p>		<p>Chief Academic Officer</p> <p>Dashboard(s): Academics: Classroom book inventory</p> <p>Development: Grants submitted for books/reading materials</p> <p>Culture: Number of Volunteer Reading Programs and Number of Volunteers</p>	100% of elementary reading classrooms will have at least XX books available for reading.				
Problem Statements: On 3 By 3 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

On 3 By 3
<p>Problem Statement 1: 59% of 2nd graders were reading on grade level per May 2019 DRA scores Root Cause 1: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.</p>



Goal 1: Strong Academics

Performance Objective 2: College, Career and Military Ready - Class of 2020 TEA CCMR 98 Scale Score for District

Evaluation Data Source(s) 2: TEA CCMR Report

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: highlight specific areas of CCMR (industry certs, SAT, and AP) to track progress

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	July
<p>TEA Priorities Connect high school to career and college 1) Create plan for tracking, monitoring, and ensuring all secondary students have opportunities to meet CCMR state requirement</p> <p>Lead Measure: CCMR Testing Plan: 8-12th Grade 2019-2020</p> <p>Provide opportunities for students to take: -college entrance exams -CTE courses and certifications -AP exams -Offer College Prep Courses -Opportunities to take dual credit -Offer the ASVAB</p>	2.4	<p>Chief Academic Officer</p> <p>Director of Student Services</p> <p>Dashboard: Track students in 9-12 grade who have earned their CCMR point</p>	<p>Lead - All students have the opportunity to earn their CCMR point</p> <p>Lag - 90% of seniors earn their CCMR point by graduation</p>				
Problem Statements: CCMR 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	July
<p>TEA Priorities Connect high school to career and college</p> <p>2) Provide four communications to junior students and parents to bring awareness about CCMR and college.</p> <p>Provide key information for junior students and parents: -create pamphlet for parents -letter with signature of acknowledgement -flyers with testing opportunity offered the junior year and the importance -Bootcamps for SAT or TSI</p> <p>*Need communication translated *Need to find an effective way to communicate with parents *Idea: create a video series related to CCMR</p>		<p>Chief Academic Officer</p> <p>Director of Student Services</p> <p>Dashboard: Share four key communications created to bring awareness about CCMR to junior students.</p>	4 key CCMR communications sent to junior students and parents annually..				
Problem Statements: CCMR 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

CCMR
<p>Problem Statement 1: On our Accountability Rating for 2017-18, we had 41% of our students who earned their CCMR point. Root Cause 1: Life School did not offer college entrance exams like SAT and TSI Life School did not offer college prep for students like bootcamps, College Prep Math and English Life School did not track CCMR information for students Life School was not aware of CCMR impact on accountability</p>

Goal 1: Strong Academics

Performance Objective 3: Employer of Choice - Teacher Retention Rate of 85%

Evaluation Data Source(s) 3: Review teacher position status every week
EOY Teacher Retention Report

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	July
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>1) Provide equity and excellence in every classroom</p> <p>Evaluate and Improve: -Teacher compensation schedules based on geographic region -Recruit high quality teachers and substitutes -Retention strategies for high quality teachers and staff</p>		<p>Chief Talent Officer</p> <p>Dashboard(s): Funds Allocated for Raises Salaries compared to Market</p>	Teacher salaries will be at least XX% of the market average for each geographic region.				
	Problem Statements: Employer of Choice 1, 2						
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>2) Provide a supportive and collaborative environment for staff</p> <p>Create systems for and execute: -Employee celebrations/recognition -Employee appreciation -New hire onboarding and support -Strengths coaching and training -Support staff (curriculum coordinators, district and campus instructional coaches)</p>		<p>Chief Talent Officer</p> <p>Dashboard(s): Track Q12 action plan for Q2 Track New Hire Communication Plan</p>	<p>Lead: New hire communication plan will be executed and timelines met</p> <p>Action related to Q2 is executed.</p> <p>Lag: Increase in agree/strongly agree responses on Q2 in Spring 2020.</p>				
	Problem Statements: Employer of Choice 2						
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 3 Problem Statements:

Employer of Choice

Problem Statement 1: The district staff retention rate was 84.7%. 5 out of 8 campuses had retention rates under 85%, resulting in a lack of experienced teaching staff on higher need campuses. **Root Cause 1:** Inexperienced teachers do not have training/support to teach higher needs students and become frustrated and leave the district.




Problem Statement 2: The district staff retention rate was 84.7%. 5 out of 8 campuses had retention rates under 85%, resulting in a lack of experienced teaching staff on higher need campuses. **Root Cause 2:** Teacher pay schedules need to be competitive within our current state revenue.

Goal 1: Strong Academics

Performance Objective 4: School of Choice - Student Retention Rate of 94% for Spring 2020 and 85% for Fall 2020

Evaluation Data Source(s) 4: Re-enrollment Number/Percentage (January) => Number of New Applications (March-July) => Number of students at orientation (August) => Enrollment Count/Percent of Capacity (August-May)

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	July
<p>TEA Priorities Improve low-performing schools 1) Provide social and emotional support for students through the implementation of Positive Behavior Intervention Supports (PBIS)</p> <p>[Move this strategy under 2.1 LifeLeader for 2020-2021 strategic plan]</p>		Chief Academic Officer Director of Student Services Dashboard(s): - Discipline Referrals Report (new) - Positive Office Referrals Report (new) - Discipline Records (from Data Resources) - Signs posted in every campus/classroom - Log of Staff Training - Walkthroughs	Lead: - All XX staff trained on PBIS by XX/XX/XXXX - PBIS practices observed in all classrooms. Lag: - Increased positive office referrals - Decreased discipline referrals				
Problem Statements: School of Choice 4							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	July
2) Provide supportive and collaborative environment for students and parents by improving frequency and personalization of communication		Chief Development Officer	Lead: - Digital system in place to facilitate ongoing communication				
		Director of Marketing	Lag: - Increased district communication(s) (# of communication points) - Number of personal phone calls placed by liaisons (as baseline for future) Increased retention rate				
Problem Statements: School of Choice 1, 3							
TEA Priorities Build a foundation of reading and math 3) Assess capacity to offer Pre-K in future years		Chief of Staff	Lag: - Summary of physical capacity for Pre-K by location (report needs to be developed) - Create task force and meet 2 times by ____ to create pre-K action timeline				
		Dashboards: - Physical capacity report (Megan) - Task force meeting log					
Problem Statements: School of Choice 5							
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Provide additional professional development and English language development materials/resources to promote English Learner academic achievement.	2.4, 2.6	District BE/ESL Program Manager	Improved LEP STAAR scores by 2% in Reading and Math from prior year				
	Problem Statements: School of Choice 7 Funding Sources: 263 - Title III - 8000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

School of Choice

Problem Statement 1: The current 2018-2019 student retention rate is 82% as of week 20 and we are 373 students under capacity. **Root Cause 1:** Lack of enough summer communication and events

Problem Statement 3: The current 2018-2019 student retention rate is 82% **Root Cause 3:** Lack of personalized communication for students and parents

Problem Statement 4: The current 2018-2019 student retention rate is 82% **Root Cause 4:** Discipline in schools

Problem Statement 5: The current 2018-2019 student retention rate is 82% **Root Cause 5:** Local Competition


Problem Statement 7: LEP STAAR results lag behind non-LEP STAAR results **Root Cause 7:** Additional professional development and English language development materials/resources are needed to improve academic results for English Learners


Goal 2: Character Training






Performance Objective 1: LifeLeader - Increase the number of staff who respond to the survey and who use LifeLeader on a daily basis for personal learning, with their team, and in classroom activities

Evaluation Data Source(s) 1: LifeLeader Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	July
<p>1) Create a LifeLeader awareness plan for all Life School stakeholders (leaders, teachers, parents, students, community)</p> <p>Provide LifeLeader Guide, bookmarks, stickers, posters, online resources, cards, etc.</p> <p>Communication regarding online resources and ability to add resources via online form</p>	2.5	<p>Chief Culture Officer</p> <p>Dashboard: LifeLeader Action Team Agenda and Minutes</p> <p>Facility walkthrough identifying signs in hallways at every campus (Year 2 could be LifeLeader language in hallways and every classroom)</p>	<p>Every campus has LifeLeader attributes displayed in core areas per rubric.</p> <p>Every classroom teacher knows how to access LifeLeader Resources via the C&I page of the website</p>				
<p>Problem Statements: Life Leader 1</p> <p>Funding Sources: 199 - General Fund - 10000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	July
<p>2) Create best practices for integration of LifeLeader into daily activities</p> <p>Provide online resources available for all staff (link on C&I webpage)</p> <p>Identify teachers posting on social media using #LifeLeader</p>		<p>Chief Culture Officer</p> <p>Dashboard(s): LifeLeader Action Team Agenda and Minutes</p> <p>Number of best practices posted on LifeLeader Resources Google Drive</p> <p>Rubric of standardized items (Campus): I Will Statements, Counselor lessons, etc.</p> <p>Rubric on district processes: Onboarding, Staff Evaluation, Leadership Meetings, etc.</p>	<p>Every campus is integrating LifeLeader according to the items identified in the rubric.</p> <p>LifeLeader is integrated in district processes identified for year 1.</p>				
Problem Statements: Life Leader 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	July
<p>3) Create a plan for recognizing stakeholders for exhibiting the LifeLeader attributes</p> <p>Ensure all campuses are recognizing students and staff using the LifeLeader language.</p> <p>Ensure district recognition includes LifeLeader language.</p>		<p>Chief Culture Officer</p> <p>Director of Community and Public Relations</p> <p>Dashboard(s): LifeLeader Action Team Agenda and Minutes</p> <p>Student Recognition system at each campus</p> <p>Staff Recognition Schedule</p> <p>Community Recognition Schedule</p>	All formal recognition systems are tied to LifeLeader				
Problem Statements: Life Leader 3							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:


Life Leader
<p>Problem Statement 1: Of the 249 staff that responded, an average of 78% use LifeLeader for their personal development, 60% with their team and 57% with students on a daily basis. Root Cause 1: LifeLeader language is not displayed on campus or included in recognition</p>
<p>Problem Statement 2: Of the 249 staff that responded, an average of 78% use LifeLeader for their personal development, 60% with their team and 57% with students on a daily basis. Root Cause 2: Materials and resources are not available for daily use</p>
<p>Problem Statement 3: Language is new, administrators introduced to Life Leader attributes in August 2016, teachers were introduced in August 2017, students were introduced in August 2018 Root Cause 3: No defined curriculum for teachers Clarity on how to show value to students and teachers</p>






Goal 2: Character Training

Performance Objective 2: Growth and Development - 85% of employees answer agree or strongly agree to Q3 of the Gallup Q12 engagement survey

Evaluation Data Source(s) 2: Gallup Q12 Engagement Survey (Fall and Spring)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	July
1) Provide opportunities for students to belong Offer clubs and extracurricular opportunities at campuses Pilot CliftonStrengths with student groups at elementary and secondary campuses		Chief Academic Officer Director of Student Services (?) Lead Dashboard (s): Student Clubs offered at every campus Lag Indicators: -Gallup Student Engagement Survey (may participate in Oct. 2020) -Student or Parent survey -Percent of students in extra-curricular teams/clubs	All campuses offer student club opportunities At least one elementary and one secondary group using CliftonStrengths Lag: Percent of students who participate in an extra/co-curricular activity	 65%			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	July
<p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>2) Provide individualized personal/professional development and growth opportunities</p> <p>Professional Learning Communities (PLC's) throughout the district</p> <p>Provide strengths coaching for all campuses</p> <p>Provide relevant professional development for staff to maintain certifications</p>		<p>Chief Culture Officer (strengths) Chief Talent Officer (PD)</p> <p>Lead Dashboard (s): Strengths Coaching Schedule PD Sign-In Sheets Eduphoria (?)</p> <p>Lag Indicators: Q3, Q6, Q12 Staff PD Survey</p>	<p>All campus staff will receive strengths training at least twice during the 2019-2020 school year.</p> <p>At least 50 staff members will receive individual strengths coaching from a Gallup Certified Strengths Coach</p> <p>All staff will receive required training during the 2019-2020 school year.</p>				
				<p>Problem Statements: Growth and Development 3</p> <p>Funding Sources: 211 - Title I - 16500.00</p>			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

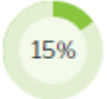

Growth and Development
<p>Problem Statement 3: Student growth measure for elementary and achievement measure for secondary are less than an A Root Cause 3: We do not currently measure the ROI for PD</p>

Goal 3: Partnerships with Parents and the Community

Performance Objective 1: Parent Engagement - 60% of parents are members in a Parent Organization by 2023.

Evaluation Data Source(s) 1: - 20% of parents respond to Parent Engagement Survey
 - 50% respond positively to recommending Life School to a family or friend.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	July
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Create a system for parent involvement and recognition.</p> <p>- Gather Data from campuses on historical parenting point systems and parent engagement opportunities.</p> <p>- Determine meaningful recognition items.</p> <p>- Identify items to be included in the tracking and recognition system (Parent Nights attendance, supply donations, extracurricular attendance, classroom observations, etc.).</p>		<p>Chief Academic Officer</p> <p>Dashboards: Taskforce meeting agendas</p>	<p>Lead Measure: - A system is developed by July31, 2020.</p> <p>- A tracking system is ready for implementation by 8/1/2020.</p> <p>Lag: Attendance at parent nights/events</p>				
<p>Problem Statements: Parent Engagement 2, 3, 4 Funding Sources: 211 - Title I - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	July
2) Create a formalized district-wide system for a parent organization at every campus. - Gather data from campus leadership on what level of support is needed. - Gather data from parents on how they would prefer to support campus needs. - Gather data from attorney on parent organization structure. -Changing our bylaws to allow for parent organizations at each campus.		Chief Culture Officer Director of Community & Public Relations Dashboards: Parent Organization Development Timeline	Lead Measure: A formalized parent organization structure is established by 7/31/2020. Lag: Increase in parent participation via the parent organization.				
Problem Statements: Parent Engagement 1, 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Parent Engagement
Problem Statement 1: In the 2017 Parent Survey, 43% of parents strongly agree that they would recommend Life School to a family or friend. Root Cause 1: There is not a consistent methodology for parent engagement across the district.
Problem Statement 2: 371 parents of the 5,000+ students responded to the 2017 Parent Survey. Root Cause 2: Lack of engagement from parents in providing feedback.
Problem Statement 3: Parent involvement is perceived as low compared to when we had Parenting Points (include question on survey to verify). Root Cause 3: There is no system for tracking or recognizing parent engagement.
Problem Statement 4: Parent involvement is perceived as low compared to when we had Parenting Points (include question on survey to verify). Root Cause 4: Parent Nights are not held at optimal times for parents.

Goal 3: Partnerships with Parents and the Community

Performance Objective 2: Community Engagement - District-wide system for tracking the number of volunteers

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	July
1) Create opportunities for community partners to engage with Life School							
2) Create opportunities to recognize community partners/volunteers							
3) Create district-wide system for tracking student, staff, alumni, and community volunteer activities							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Partnerships with Parents and the Community

Performance Objective 3: Corporate and University Partnerships - District-wide system for tracking and maintaining partnerships

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	July
1) Create opportunities for corporate partners and universities to engage with Life School							
2) Communicate to parents and stakeholders about corporate grant opportunities							
3) Create district-wide system for managing corporate and university partnerships							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Signs, guide, stickers, bookmarks, etc.	420	\$10,000.00
Sub-Total					\$10,000.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Columbia Teacher's College - Homegrown Institute (Carry-Over funds from 2018-2019)	211-13-6299-000-820A-30-00-000	\$24,000.00
2	2	2	Region 10 - Regional Cooperative Services	211-13-6239-000-820A-30-00-000	\$13,000.00
2	2	2	Region 10 - Advanced Academics	211-13-6239-000-820A-30-00-000	\$3,500.00
3	1	1	Parent Tracking System	211-61	\$0.00
Sub-Total					\$40,500.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	DynEd	263-11-6395-000-25-00-000-820A-	\$8,000.00
Sub-Total					\$8,000.00
Grand Total					\$58,500.00